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OLA Quarterly



The Enduring Value of Libraries

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Plans and Planning on the State and Local Level

Intellectual Freedom, An Evolving and Enduring Value of Librarianship

Spring 2002

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The Enduring Value of Libraries

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OLA Quarterly is indexed in *Library Literature*.

Editorial

Though caught up with the rest of the nation in the drama, angst, and soul-searching that followed 9-11 and the subsequent anthrax scares, Oregon libraries and librarians survived the challenges of the last six months with less radical life-wrenching change than we've seen elsewhere. We've had fewer dramatic career moves, divorces, and other extreme changes. Many individuals I've talked to have expressed a renewed commitment to the purpose of their profession.

In part, this is because librarians and library users have the habit of information. When we face something unknown, we want to learn about it, to understand it, and we have at hand the tools to do so. Information helps us manage our fear of the unknown by making at least part of it known. Literature makes its contribution as well. Fiction writers and readers are constantly exploring ways to discover patterns in life and to create meaning from pain.

In the context of the 9-11 attack upon our society, we can better appreciate the enduring value of libraries. Words connect, share, and inform; the written word connects over the barriers of cultures, distances, and time, extending ideas even beyond death. Libraries, as collections of writings (in whatever format), embody these collective thoughts and memories of our society. Libraries, then, become the tool, the prism through which to reexamine ourselves, our culture, and our professions, to prove that life might be, as Emerson would propose, "worth living."

Senator Mark O. Hatfield, as he dedicated the new Silver Falls Library building in 1997, spoke eloquently of the library's role in preserving culture. He cited several examples of attacks during war or genocide campaigns when the deliberate destruction of libraries was undertaken so as to attack a tangible essence of an enemy culture. I was reminded of his remarks in the aftermath of 9-11 as we struggled, as a nation, as individuals, and as a profession, to make meaning of our world. Those terrorist acts were a limited, insidious sneak-attack on symbolic targets. At best, they have inspired a new perspective. They have also prompted in response, as Faye Chadwell's essay makes clear, a symbolic war, where one of the greater dangers to our culture becomes our own loss of balance and perspective as we respond.

Finding practical, real-life balance between two valid and opposing principles is a lot of what the librarian's job is about. We have to find the balance for our community between providing public access to materials and providing care and protection of those same materials from those that would misuse and abuse them. We have to find the balance, as Cindy Gibbon points out in her essay on library security, between providing public open space and ensuring the safety of that space for library users and staff. We are constantly challenged by individuals who ask for special treatment from the library—waiving of fines, purchase requests for special interests, or even to buy (or steal) a favorite

library item—which we must balance against the needs of the many who provide our public funding. In our Internet access policies, we attempt to find the best balance for our communities between the principle of intellectual freedom and the community's responsibility to protect its children.

I have requested two types of contributions in this issue. The first type asks various artists to reflect on the value of libraries in light of the events of 9-11. Each artist has a special connection and understanding of libraries—Ann Altman is a longtime library supporter, Dennis Zelmer, Claire Ribaud, and Bonnie Hirsch all currently work in libraries, and octogenarian newspaper columnist Henrietta Hay retired after many years at the Mesa County Library District in Colorado. The other type of contribution looks at OLA's Vision 2010 and other library plans and preparations in light of the challenges of 9-11. Michael Eisenberg, Gibbon, and Chadwell discuss planning, security, and intellectual freedom respectively. OLA Past President Anne Van Sickle's essay on the enduring value of libraries is an excellent summation of what I asked for from these talented contributors.

It is when we are caught up in a flood of change, particularly a rapid, frightening change, that we clearly see and grasp the lifeboats of our enduring and essential values to keep us afloat. Dave Frohnmayer's essay challenges us to choose to become the leaders our profession needs. We have our sights set on a future for Oregon libraries; our challenge now is to steer a flexible course to reach our goals.

—Connie J. Bennett
Eugene Public Library
Guest Editor

Thoughts on Intellectual Freedom

by *Henrietta Hay*
Retired,
Mesa County (CO)
Public Library District

For an 87-year-old couch potato, I had a pretty wild weekend late in October. I actually made my way across the mountains, thanks to my friend who kindly offered to take me to the annual meeting of the Colorado Library Association in Colorado Springs. As a matter of fact, “offered” is not quite the word. She and my other friends threatened me with dire happenings if I did not make a personal appearance at this meeting.

The C.L.A. has over a hundred years of service to the people of Colorado, and I attended several of their annual meetings during my 25 years as a catalog librarian. But this one was special. I was due to receive the Julie J. Boucher Award for Intellectual Freedom.

I grew up taking freedom of speech and freedom of religion for granted. After all, both are assured under the law of the United States. But I found that receiving an award for something I believe in so deeply was very special, like—well, the cherry on a hot fudge sundae. It is not essential, but it sure does make the whole thing taste better.

Freedom is a beautiful word. It comes from the Old English word “freo,” meaning “not in bondage, noble, glad, illustrious.” It is the word upon which our country was founded.

My active interest in the cause of Intellectual Freedom has been growing for most of my life. It was probably at Colorado University that I first really began to understand the First Amendment to the Constitution.

And it is only logical that my deep respect for Intellectual Freedom matured during 25 years working in the Mesa County Public Library in Grand Junction, Colorado. In the eleven years since my retirement, writing a weekly newspaper column has given me a voice.

Human beings have instinctively wanted to record and preserve their history and their thoughts since cave people started drawing pictures on their walls. The earliest known library was a collection of

clay tablets in Babylonia in the 21st century B.C. Later, records were kept on papyrus, then on paper, and now on the computer and the World Wide Web.

In our own country, the Boston Public Library, established in 1848, was the first publicly supported municipal library, and the first public library to allow people to borrow books and materials. This was a truly revolutionary concept at the time. It is still a revolutionary concept according to the would-be censors who keep protesting it.

Americans don’t agree with each other always, or often—or it sometimes seems, ever. We belong to different organizations, go to different churches, read different kinds of books. But there is one place where all of our ideas are welcome—the public library, which welcomes free thinkers of all kinds.

You can sit in a chair in the library reading a trashy novel, and on one side of you someone is reading Thomas Paine, and on the other side someone is reading the Koran. It is the only institution in America whose sole purpose is to guard against the tyranny of ignorance and conformity. Today the free public library is the visible symbol of the First Amendment.

The Code of Ethics of the American Library Association says in part, “We uphold the principles of intellectual freedom and resist all efforts to censor library resources.” And then came September 11. We are now living in a dangerous time—dangerous to us physically, and dangerous to the civil liberties which are the foundation of our country. We are in a new kind of war and must defend our freedoms while defending our country, else there is nothing to defend.


On September 12 a broad coalition of civil liberties groups, political, religious and related organizations was established because of concern over threats to civil liberties in this time of war. More than 150 organizations, including, of course, the American Library Association, 300 law professors and 40 computer scientists issued a statement “In Defense of Freedom.” Their statement says in part,



"We need to ensure that actions by our government uphold the principles of a democratic society, accountable government and international law, and that all decisions are taken in a manner consistent with the Constitution.

"We can, as we have in the past, in times of war and peace, reconcile the requirements of security with the demands of liberty.

"We affirm the right of peaceful dissent, protected by the First Amendment now when it is most at risk."

Now more than ever it is the responsibility of libraries to protect our freedom of ideas—and the freedom to express them. Intellectual Freedom is not just two words. It is what America stands for. 



Getting Through the Wilderness

*She gathered words to shelter her children.
Do you have a warm coat, clean handkerchief,
enough strong words to bring you through dark?*

*The wordless crash like bears through stark bushes,
or mouse-like creep, fearing war's death in large paws.
Moles tunnel blindly searching for grubs.*

*She gathered words, held like small lanterns.
Wrapped in thought and warm coats, adding our words,
we move by that light from point to faint point.*

*She gathered courage to make the last passage.
Our children grow older. While wars flare anew,
they take up their words, pick their way from our trail.*

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Reference Librarian,
Eugene Public Library

How to Write a Best Seller

Excerpts from a speech given at the Pacific Program
Leadership Dinner on Saturday, October 6, 2001

by Dave Frohnmayer
President,
University of Oregon

... As are so many things following September 11, this talk lies in the shadows of terrorism and its aftermath.

And in that shadow lie many questions: What do we do, as a nation and a people, when no one really cares any more who wants to be a millionaire, when the true meaning of “survivor” has put to shame anything television could offer as drama, and when the most ordinary of citizens have proven to be the strongest links to human greatness?

Beyond our national response—actually as a vital cord in that response—most of us are asking questions and searching for answers in ways far deeper, far more personal and far-reaching than we have in some time.

So it is in that frame of reference, that shadow, that I offer these thoughts on “writing your own best seller”—hoping in the process to offer some light ... to light the way, if just a bit. ...

There are many amazing facets of our society that one can look at that will give you clues as to where our culture is going—where we are going. ...

... Take a look at best-selling books, past and present. I think we can learn something about ourselves by looking at this list.

And I think, in the process, we might also be able to see what it is that we value enough to put it into our own best-seller, which—written or not—is the life we each live—the leadership we offer in that life—the book we work on every day.

Best sellers of the past have included a wide variety of titles, reflecting of course their own times and the people of those times.

In the last century ... each decade brought its own particular books. The first decade of the century gave us Jack London's *The Call of the Wild* and Upton Sinclair's *The Jungle*.

The teens produced a book called *America's Coming of Age* and another, *The Four Horsemen of the Apocalypse*, that reflected the growing challenge of that age.

The 1920s brought us the jazz tales of F. Scott Fitzgerald and the mystery

tales of Agatha Christie.

In the 30s, Faulkner brought us *Light in August*, Hemingway gave us *Death in the Afternoon*, and John Steinbeck took us through the best-laid plans *Of Mice and Men*.

In the 40s Ernie Pyle wrote *This Is Your War*, and George Orwell wrote *Animal Farm*.

By the 1950s some of our tastes were turning just a bit as we read Ray Bradbury's *Martian Chronicles* and Ian Fleming's *Casino Royale*.

We're half way through the century now. And I'm really not trying to point out any deep or meaningful trends—other than that the writing and the reading of particular times seem to accurately reflect the hopes and fears of that time.

By the 1960s, our hopes and fears were so varied as to see us reading everything from Ken Kesey's *One Flew Over the Cuckoo's Nest* to Jacqueline Susann's *Valley of the Dolls*.

And in the 70s we embraced a seagull named Jonathan Livingston, a warren of rabbits living in *Watership Down* and generations of African Americans whose true story was told in Alex Haley's *Roots*.

By the 80s our concerns were way out there and deep inside as we read Carl Sagan's *Cosmos*, as well as *Jane Fonda's Workout Book*—although some things never change, as we pored over several books by Stephen King, Tom Clancy and Danielle Steele.

And as the century ended, an interesting thing began to happen. As we started to look ahead into a new century and a new millennium, we also looked back. We looked back at Ken Burns' *The Civil War*, and *Scarlet*, the sequel to *Gone With the Wind*. But we also looked ahead, reading all we could about the future in *Megatrends 2000*, all we could about our health in *Eight Weeks to Optimum Health*, and all about money in *Wealth Without Risk*.

Here we are now—the 21st century ...

And as we sit here this evening, looking forward to the leadership opportunities—opportunities that will offer a chance for each of us to make a difference—it is worthy to look at ourselves, see



where we have been and decide just where we want to go.

What kind of best sellers do we want our lives to write?

Or if someone wrote a best seller about our lives, what book would it be like?

Pride and Prejudice?

The Odyssey?

Heart of Darkness?

Pilgrim's Progress?

The Trial?

Being and Nothingness?

Or maybe something a bit more contemporary ...

Misery? (Stephen King)

Waiting to Exhale? (Terry McMillan)

Bag of Bones? (Stephen King)

Or *A Man in Full?* (Tom Wolfe)

There's just about something for every life. Even our current best sellers give us a lot of leeway—and say something about where our society is today.

The number one best seller this past summer in the non-fiction hardback category is a book about a horse—*Seabiscuit*.

Maybe it's safer nowadays to look back through the life of a famous horse than through the lives of famous people—and you're less likely to get sued ...

The advice best sellers are of particular interest and range from the number one *The Prayers of Jabez*, a real surprise from a publisher in Sisters, to books about improving things at work (*Who Moved My Cheese*), improving your body (*Body for Life*) and improving your baby (*Secrets of the Baby Whisperer*). ...

Given this variety of best sellers, I've had a few ideas myself that I've been playing around with:

Winning Friends and Influencing People While Running a University. It will be filled with lessons learned from a fictitious college president on the utter frustration of trying to keep all your constituents happy all the time.

Great Recipes from the Chicken Dinner Circuit—a compilation of all the ways I've been served chicken during the course of four decades in public life. Sure to be a best seller.

And then there's *Ballot Titles In Oregon: The Secrets to Life as Gleaned from Oregon Ballot Titles*—with a foreword by Bill Sizemore—a book of several volumes.

As you see, the books we read come from all directions, they entertain, inform, inspire, make us laugh, make us think, make us look back and look forward, as well as look inward and outward.

There are two types of books being published and selling quite well that impress me—and that I think have some relevance on what I am trying to say. ...

One of these is the book that takes a seemingly small incident in history—perhaps a small or simple thing done by an individual or group of people—and shows how it has made a real difference in our world today.

Two books of this sort that stand out are *How the Irish Saved Civilization* and *Longitude*.

The first book, by Thomas Cahill, tells of how a small group of monks on a small island in the Atlantic kept some of civilization's key writings from being destroyed and then spread out across the continent of Europe teaching from these sources and shaping the making of the Western mind.

The second book, *Longitude*, written by Dava Sobel, tells the story of 18th century John Harrison and his five-decade long quest to create a timepiece that could be accurately used to determine longitude aboard sailing ships. It was his success that truly opened the world to more than random exploration.

What I like about these books is the same thing I like about some of my heroes—John and Abigail Adams, Abraham Lincoln, Theodore Roosevelt. ... They are stories of people who may not have at first realized it, but most everything they did had meaning and purpose—most everything they did mattered.

Those nameless monks in the 5th, 6th and 7th centuries who cared for the texts

See How to Write a Best Seller page 23



The Enduring Value of Libraries

by Anne Van Sickle
Library Director,
McMinnville Public Library

On the morning of September 12, 2001, I found a message on my desk from the librarian who had worked the reference desk the prior evening. "People just wanted to talk with me," she wrote. "I began to wonder whether I was really doing my job ... and then I realized that one of the primary jobs of a public library is that of building community!"

I could not agree more with her assessment of her "job," and I strongly suspect that people who staffed public service desks in all types of libraries on September 11 of this past year experienced the same reaction. People came to the library to talk, to wonder, to find both information and empathy. Libraries are welcoming. By providing trained staff and open access to information, they help us make sense of that which is beyond our experience. Most of all, libraries are "safe" places to ask questions because they reflect the twin freedoms of information and expression.

In the time since September 11, libraries across the nation have been reaffirming their role as central to the life of their communities. They have held focus groups and discussion groups, created programs to support the ability of people to care for themselves during an emergency, and developed gateways to useful information about the crisis. Some libraries expanded their hours; others kept their televisions and radios tuned to late-breaking news at public service desks.

Despite the justifiable focus librarians place on being slightly ahead of the curve in the new worlds of information access opened by current technologies, there is more to libraries than information. Libraries offer the history of ideas, the gift of imagination, the comfort of stories that expand our vision and teach us to hope. Uniquely American in concept, the public library was designed to be a source of free education for an immigrant society and the cornerstone of the democratic process. Education is the key to an informed electorate. It is still the voters who hold

the power to create and support our communities—local, national, and global.

Last week a message appeared on the PNLA listserv that the Governor's budget in the State of Washington included the proposal to close the Washington State Library. Close ... as in SHUT DOWN! An excellent letter from the State Librarian and the President of the State Library Commission listed the benefits and services that would be lost by this extreme action. The results would include the elimination of the following services: research and information services to the legislature and state agency staff; support to local communities to establish and develop their own public libraries; the opportunity to receive \$3 million dollars a year for the improvement of libraries in the state through federal support; access to special collections held only at the State Library; facilitated access to government information online; and centrally-supported library service to state institutions. Any library director faced with cuts in services can empathize with the Washington State Library staff and probably add to the litany of losses.

As powerful as this factual list is, what resonates with me is that this state agency was established in 1853 as part of the "Organic Act of the Territory of Washington," and that its counterpart can be found in every other state in the union and many U.S. territories. The Washington State Library is part of a state and national heritage that encompasses the mission of all types of libraries. It is a legacy focused on supporting a statewide community of users, and the information provided by the Library is an essential component of decision making for legislators and state agency staff, and a means to encourage library development throughout the state.

The concept of lifelong learning is a key element in the development of an educated electorate. Lifelong learning begins with storytelling and an emphasis on reading readiness for preschoolers. It expands into formal education in schools, colleges and universities; it finds expression in adults




browsing the stacks of public libraries; and it is represented by legislators who make better decisions about pending bills based on information provided by state libraries. The idea that “it’s all on the Internet” is no substitute for the skill of professional librarians in compiling and providing authority for information, and then classifying it to provide easy access to library users.

Information ... education ... vision ... imagination ... ideas. These are all great concepts, valid components of a library. Each of these concepts supports the role of the library in the building of community. But there is another, equally valid and long-term role for libraries. When I was in graduate school, there was a young woman in my cataloging class who had dropped out of school to “find herself” by spending a year on the crew of a Turkish sailing ship. As someone who loves stories in whatever form, I was enchanted by her spirit of adventure, but I remember her most for something she said in class one day when the rest of us were stumbling through the more archaic and convoluted principles of the classification system.

“I used to sit on the deck of my ship at night,” she mused. “I would look at the moon and the stars, and I found myself thinking of the enormity of what librarians try to do. We classify, organize and make available the entire world of ideas and information, what has been known and all that ever will be known. The more I thought about it, the more I realized that I could imagine no more romantic career for myself. Think about it! The doors we open!” She thought for a moment and added, “So, OF COURSE, I came back to library school.”

In our pragmatic world, words like “romance,” “mystique,” and “myth” are often viewed through the eyes of skepticism. We see ourselves as practical, focused, and technologically astute professionals, and we work diligently to diffuse the stereotype of the “idealistic librarian” many of us have tried to outlive. Most of us spend so much time justifying our

purpose and mission to our governing boards and commissions that we tend to validate our libraries numerically: reference questions answered, circulation statistics, programs offered.

But there is romance in the historical support by libraries for First Amendment freedoms. There is mystique in the unique place libraries have earned in their role as community builders. There is even a mythic quality to the prevailing idea that libraries are somehow “good”—right up there with motherhood and apple pie. As we expand our offerings and create new opportunities for our users, we would do well to remember that while the tools we use change, our enduring value lies in our ability to serve and sustain our communities, to continue to provide “safe” places for discussion and inquiry, and to connect people to ideas that expand their imagination and vision in ways that may, ultimately, facilitate a better world. 

Ebsco Ad



Security in a Dangerous World:

How to Make Your Library A Safer Place

by *Cindy Gibbon*
Central Library Director,
Multnomah County
Library

Ensuring the safety of our customers and staff is mostly about preparing for everyday incidents and emergencies. In Oregon, that includes disaster planning for fires, floods and earthquakes. Libraries must also be prepared to handle criminal activity, domestic disputes that spill over into the workplace, behaviors stemming from untreated mental illness, and a variety of other incidents that are common to all public spaces and workplaces. In making our preparations, we balance our value of open access with the value of safety.

On September 11, 2001, I was thankful that Multnomah County Library had given careful attention to security issues over the last several years. While nothing could have prepared us for the cataclysmic shock of that day, we had in place the policies, procedures and training we needed to cope with the few security incidents that did arise as a result.

Time to Get Serious about Security
About a year after our move into the renovated Central Library we realized that security incidents were increasing, and we clearly weren't handling them well. We had a Facility Security Officer (FSO) contracted through the Multnomah County Sheriff's Office on duty during most open hours, and rules of behavior and exclusion guidelines in place. Still, staff members complained they felt threatened and intimidated by library users who were allowed to act out repeatedly. Dozens of homeless teens were hanging out on the benches outside the library, blocking access to the sidewalk and falling victim to drug dealers and adults looking for sex with an underage prostitute. An after-hours tagging incident left graffiti eight feet tall along the entire south wall of the building. It was time to get serious about managing library security.

Partnerships for Security
Taking control of library security required building partnerships and alliances within the community. We met with the Sheriff to make him aware of our growing security issues, and staff worked with supervisors in the Facility Security unit to insure quality

service from our FSOs. Last year we added a second FSO to provide additional coverage and the safety of a back-up officer. While neither deputized nor armed, our FSOs do receive some of the same training as sworn sheriff's deputies. The Sheriff also assisted us by contacting the Portland Police Bureau to assure them they were welcome on County "turf" when they were needed to assist with an incident at the Library.

We began a series of dialogs with supervisors in Central Precinct and at Portland Patrol Inc., a private firm providing uniformed officers who patrol downtown on behalf of the Downtown Business Association, and respond to incidents that may not require full police intervention. Our unarmed FSOs need reliable back-up when serious incidents and crimes occur, but our relationships with those agencies were in poor repair. Talking through past issues and problems, laying out our needs and showing that we are determined to take control of our security issues has greatly improved cooperation and response.

We used our neighborhood DA from the Multnomah County District Attorney's Office as a "translator" and go-between in negotiating the relationship between the Library and the law enforcement community. The library needed to learn what law enforcement and the court system required from us in order to follow through appropriately on incidents and crimes at the library. Both the DA and our counsel from the County Attorney's Office helped us balance the Library's need to preserve access to information but still insure the safety and security of all library users by enforcing appropriate standards of conduct.

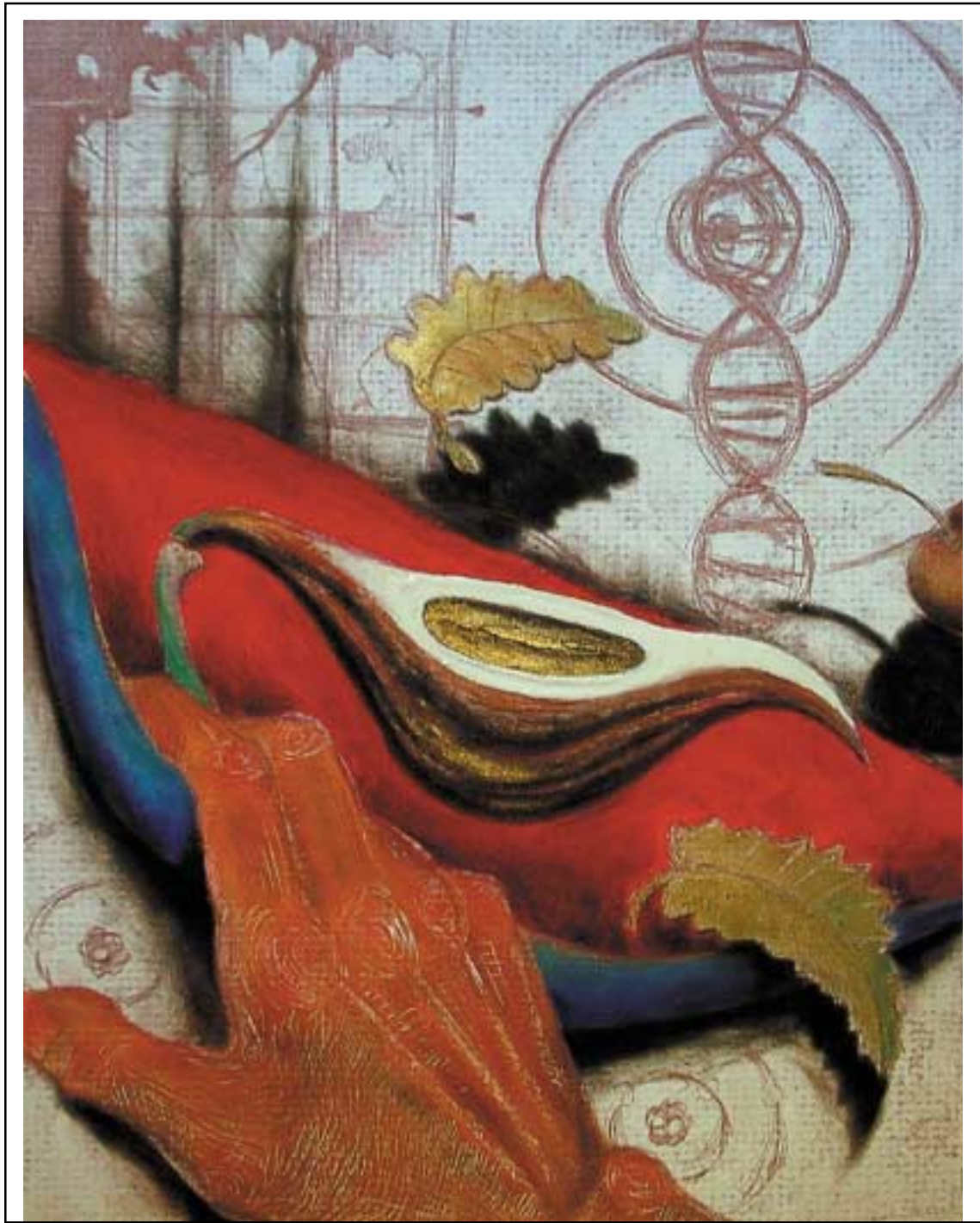
We've replicated this successful partnership throughout the library system. Each branch leader now has a working relationship with the branch's neighborhood DA and the local community policing representative. Since branches have no uniformed security personnel, they need to feel comfortable calling for police back-up and to know that back-up will be there.

Across the street from Central Library, New Avenues for Youth, an agency that



Untitled

by Claire Ribaud
Artist and Youth Services Manager,
Eugene Public Library



helps homeless kids get off the streets, is another important partner. They've worked with us by making sure the kids in their program know they'll lose services if they hang out in front of the library—and that they are welcome here as long as they come inside. They can observe the "action" in front of our building, and they can call if they see inappropriate activity occurring. In return, we've stepped up patrols outside the library to actively discourage criminal exploitation of other homeless kids who may be hanging out on our benches.

We also rely on Project Respond, an agency devoted to serving the chronically mentally ill and homeless community, as well as CHIERS, a transportation and detox service for persons under the influence of alcohol or drugs.

After-hours security also merited our attention. The nighttime tagging incident, which wasn't discovered and reported until staff arrived for work the following day, proved the private security firm patrolling our building at night wasn't meeting standards. We installed a check-point system around the perimeter of the building where the night guards must clock in on their rounds. Security cameras and good lighting outside the building also help discourage illegal activity after hours.

Stronger Rules and Exclusion Guidelines
Building upon these partnerships, we updated and strengthened the library's Rules of Behavior and Guidelines for Exclusion. Working with attorneys certainly lengthened the process, but their collaboration created documents that serve the interests of open access and due process as well as enforceability.

Our rules of behavior are available on the library's Web site. We post them in our buildings and keep them handy at public service desks, both in complete form and as a brief-form bookmark. Staff and security guards distribute them liberally when they are in conversation with library users about behavior issues. Our first priority is to make sure the customer

understands a rule so that he or she can choose to follow it rather than break it.

When users won't follow the rules after they have been explained, or when they commit a crime in the library, they lose their library privileges for a period of time. We follow a set of detailed guidelines for exclusion, based on the severity of the violation and the age of the violator, to insure consistency.

Consistent Documentation and Enforcement

To be effective, the library's security program requires continuous attention and monitoring. In addition to the two Facility Security Officers who patrol Central Library during all open hours, one member of the management team is always on duty as Person in Charge (PIC) of the building. The PIC carries a cell phone that also works as a two-way radio to the FSOs. The PIC is available to respond to staff concerns and to provide advice and back-up for the FSOs. The PIC signs off on all exclusions and assists the FSOs by photographing the subject of the exclusion with a digital camera.

Branches also use the PIC system. Each branch has a cadre of staff members trained on the rules of behavior and exclusion policy. These individuals have legally designated authority to enforce the rules and sign off on exclusions when necessary.

Good documentation of all incidents and exclusions is critical. The FSOs, the PIC and any staff person involved in or witness to a security incident writes a report that becomes part of the record of that incident recorded on a multi-part form. The excluded person gets a copy telling them what rules they have broken, the length of their exclusion, the locations of all library properties from which they are excluded, and how the exclusion appeal process works. The FSOs and the library also get copies. The form is very convenient at Central Library where we handle many incidents. Alternatively, we also issue exclusion letters when a letter is a more appropriate means of communication. The digital photo is another important piece of documentation, helping FSOs and staff to



recognize persons who have been excluded and make sure they do not trespass on library property during their exclusion period.

In order to insure due process, exclusion policies must provide for appeal. At Multnomah County Library, appeals must be addressed in writing to the Library Director. Good incident documentation helps the Director make an appropriate decision in case of an appeal. Since we actively manage security in our library, we expect to go to court on occasion. We do not hesitate to prosecute persons who break the law in the library or who trespass after they have been excluded. Occasionally, an excluded user challenges us in court. Again, good documentation is key to a successful prosecution or to sustaining the library's position.

Emphasis on Staff Training

Staff training is another key to safety and security in the library. Multnomah County Library offers a number of training opportunities to help staff manage difficult customer interactions and administer the library's Rules of Behavior and Guidelines for Exclusion. "Speaking of Security" introduces all staff members to the library's rules and provides basic training for dealing with and documenting security incidents. PICs receive special training to perform their duties. We engage consultants to provide staff training on managing potentially volatile or violent situations and dealing with persons whose behavior is affected by untreated mental illness, which helps staff feel better-prepared to handle incidents when they arise. In the case of a particularly traumatic event, we use the County's Employee Assistance Program to provide a critical incident debriefing for the staff involved.

System-wide Communication

The excluded patron Web site is the most popular destination on our intranet. When a library user is excluded for behavior violations, the incident reports and the digital photo or a physical description are posted on this site. A global e-mail informs staff to check the site when a

new exclusion is issued. Notice of expired exclusions is also sent via e-mail.

We also note the exclusion in the patron's library circulation account record. Many a circulation clerk has spotted an excluded customer because they remembered the digital photo or were alerted by a special message in the circulation record.


Evacuation Planning

Evacuation planning was a key to our preparedness in the aftermath of September 11. As I drove to work that morning my first thought was that we might well have a bomb threat at the library that day. The threat didn't actually materialize until several days later. Meanwhile, we had insured that every public service desk and location with an outside phone line had a copy of the FBI guidelines for handling bomb threats.

Continuous Update and Reevaluation

Managing library security is a continuous improvement process. At Multnomah County Library, managers most closely involved in handling security issues meet regularly to review the success of the program, to evaluate current needs, and to consider and implement any necessary changes to policies or procedures.

The great challenge of library security will always be to make the most open of public institutions as safe as it can possibly be. We make our libraries as accessible as possible when we welcome everyone who is willing to follow reasonable rules of behavior. We make them as safe as possible when we enforce those rules with consistency and compassion.

The Library Administration and Management Association, a division of the American Library Association, published library security guidelines applicable to libraries of all sizes in June 2001. Available on the Web (<http://www.ala.org/lama/publications/index.html>), these guidelines, prepared by LAMA's Buildings and Equipment Section Safety and Security in Libraries Committee, are a good place to start if you are developing or updating security procedures for your library. 



Surviving or Even Thriving in Times of Crisis:

Plans and Planning on the State and Local Level

by *Michael Eisenberg*
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Introduction: Libraries,
Planning, and September 11

One reason that libraries were able to react in meaningful ways so quickly following the September 11 disaster is that they have a clear sense of vision, role and function. As information-based organizations, libraries recognize the need to establish planning processes and program plans. Plans and planning make a difference, especially in times of crisis.

The ability to plan for uncertain events should be considered a critical part of the overall planning process for any institution or organization. A disaster recovery and business continuity (DRBC) plan will allow an organization to return to normal functioning as quickly as possible after a disaster of any sort has disrupted the organization.

According to Lester Digman (Digman, 2001), DRBC planning has four major benefits: it helps organizations get into a better position to cope with unexpected developments; it reduces indecision, uncertainty, and delays when something unusual happens; an organization with a continuity plan is more likely to respond rationally to an unplanned situation than an organization without one; and, continuity planning forces people to think in terms of multiple possible outcomes, rather than just the most likely outcome. When planning for emergencies or unexpected

events, it is crucial to include all members of the organization in the planning process. In order to have total buy-in and effectiveness, each individual needs to feel a part of the plans that directly affect their well-being as well as that of the organization. During the planning process you may also find that many people have skills and experience that will prove invaluable should crisis ever hit.

Literature in the field of psychology also notes other important effects of pre-disaster planning and emergency preparedness, such as increased feelings of self-efficacy and self-reliability in individuals. The ability to take part in the planning process and be informed and educated about possible outcomes and after-effects of any type of crisis or disaster acts as a sort of stress inoculation (Dunning, 1990). Stress inoculation in the form of disaster awareness and continuity planning will help to minimize stress and emotional strain during and after times of crisis.

Plans and Planning

Planning within an organization is of critical importance because planning processes are the central mechanisms for converting inputs into desired outputs. Inputs are the building blocks of planning, e.g., personnel, budget, facilities, and collections. Outputs are the services, programs, and products that organizations strive to provide. Processes convert inputs to outputs. More specifically, a planning process consists of a series of steps deliberately taken to achieve goals and objectives.

There are different levels of planning, particularly comprehensive and operational. Comprehensive planning refers to long-term overall, global program or institution planning and it is common to plan out 3 to 5 years. A rolling 5-year plan begins with a detailed plan involving steps and objectives and moves to a more broad and general plan projecting into the



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future. This is called a “rolling plan” because at the end of year 1 there is again a projection 5 years into the future with the former year 2 becoming the new year 1 and so on. The point is that planning is an ongoing process, which requires continuous revision and re-evaluation. A rolling plan does not imply never reaching one’s goals. In fact, at any period, one should be able to look back and determine whether original objectives, steps, and goals were attained.

Operational planning targets specific areas or subsystems of the organization. Ultimately, the concern is with day-to-day operations, services, and functions. Operational planning is short-term in scope and oriented to implementation of strategies and activities. Once established, operational plans are less flexible than comprehensive plans as they help create the important structures that keep things flowing smoothly on a daily basis.

Whichever planning method is the focus of concern, major areas should be blocked out with broad strokes preceding penciling in details. This approach involves plans within plans: master plans and subplans. After priorities and overall tasks are determined, details for each level can be spelled out.

The converse approach to planning is a linear or sequential one. Here, activities are taken in order, regardless of priority or consideration of components within components. While appealing for its simplicity, linear planning often leads to unfinished projects. For example, consider the process of weeding a library collection. Generally, the approach is sequential or linear: start with the first classification section and continue on to the next section. Unfortunately, most efforts rarely get beyond the first few classes. Treating the problem from a broad perspective might first involve a sampling of the collection to determine problem areas.

Then, priorities are blocked out, and the activities to be completed are determined.

Example #1: The Information School of the University of Washington
At the University of Washington, we used both comprehensive and operational planning to transform from a relatively small, narrowly-focused unit with limited scope and resources to one that is significantly larger, broad-based, and well-supported. Our comprehensive planning method is comprised of the following parts: vision, analysis, planning, implementation, and assessment. “Planning in an organization must originate from the long-range goals, objectives, strategies, priorities, and information needs of that organization.” (Tom, 1991) Taking that into account, the Information School looks at the environment for which we are planning and implements the above steps in 5-year rolling increments. The 5-year plan incorporates broad goals for each year, with review and revision of the plan and goals each year as well. The administrative planning moves into operational planning when it lays out tasks for meeting each comprehensive goal and acknowledges the completion of specific tasks within set time frames.

Slightly over three years ago, the Graduate School of Library and Information Science had one degree program, 150 students, and ten faculty. The 1996 “Futures Report” offered a new direction for the School that was expanded and accelerated by incoming director, Mike Eisenberg. The vision was to become a broad-based information school, with an expanded Master of Library and Information Science program, additional academic programs on the undergraduate, graduate and doctoral levels, and with a major research program. The School also aimed for extensive relations within the communities of the Northwest; to be known for “high quality





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we would have been prepared
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and high impact.” Accomplishing this vision required: analyzing the existing structure and makeup of the School; considering the needs and demands of students, professional organizations, and the community; and discovering the nature, amount and sources of resources and support.

We also had to capture the attention of the University administration, and we did so by developing clear and direct plans and communicating those plans broadly and frequently. (We still do this. See <http://www.ischool.washington.edu/5yrplan.htm> for the current version of the iSchool plan).

We planned for the revision of the MLIS program and for the implementation of new degree programs on the Bachelors and PhD levels. We then hired the necessary support staff and faculty to put these programs in place. At the same time, we engaged in constant assessment and reassessment of our programs, our structure, and our overall vision. Our plan has been rolling along with new goals and objectives always on the horizon.

September 11 had a profound effect on the Information School in terms of a reevaluation of its role and plans. Looking comprehensively, we view ourselves in a position to understand and make available

the information needed in times of great tragedy and uncertainty. We teach people to find information, to evaluate it, to organize it, and above all, how to be information professionals. In light of the September 11 tragedy, the School held a forum on freedom of information moderated by Dr. Stuart Sutton, and with participation from several other iSchool faculty members. Dr. David Levy (faculty member and native New Yorker) made a site visit to look at the situation in terms of the documents left behind and the documents produced for those lost, and has made several presentations. We also have faculty and students collaborating with several libraries on putting together information resource pages.

The financial fallout from September 11 is also affecting us. Just as in other states, the State of Washington is looking at serious revenue shortfalls with resulting cuts in support across the board—including for the University of Washington. To deal with this, the School is again falling back on its strategic plan and using collective planning skills to consider alternatives and to project programs and services and the requisite financial and other resources. With this solid base, we are able to effectively interact with the University’s process of budget analysis and decision-making. Although this doesn’t necessarily ease the pain, it does ensure that decisions are based on systematic and thoughtful plans as well as articulation and consideration of alternatives.

Finally, on an internal, operational level, we are reevaluating our own disaster preparedness plan. Something that, quite honestly, was inadequate. We have put together a DRBC plan, compiled contact information, and ordered more first-aid kits, supplies, and emergency devices. We will be holding a first aid class and have designated outside meeting areas, appointed emergency floor war-



dens, and have scheduled drills. We try not to ask whether we would have been prepared should the disaster have struck here, but rather to ensure we are prepared for the future.

Example #2: Washington— Designing Our Future

As we write this article, the Washington State Library is under a cloud. In response to severe, statewide economic difficulties, the governor has proposed to eliminate the Washington State Library. This would eliminate a range of programs and services including centralized library research and information services for the Legislature and state agency staff, state support to local communities to establish and develop their own library services, access to integrated special collections, facilitated access to government information online, and supported library services at state residential institutions.

In mobilizing to react to this untenable proposal, the library community in Washington is able to draw on the statewide library plan developed by the State Library and the various statewide planning groups, particularly the Library Commission and the Library Council of Washington. The Library Commission is appointed by the Governor, and provides oversight and approval for expenditure of LSTA funds. In recent years, the Library Commission has become increasingly active and engaged. The Commission is advised, in turn, by the Library Council of Washington, an organization representing the various constituencies of the library community and general public. The Library Council, along with members of the State Library staff, does the hard work of nurturing new ideas and bringing them to proposal stage, developing plans, and reviewing various programs.


All three of these elements—the plan and the two organizations—were important sources of information and action for

responding to the Governor. A document was quickly drafted which outlined all the services provided by the Washington State Library as well as details on the nature of services, usage, cost, alternatives and their costs, and other considerations when appropriate. The rapid response and detailed summary of alternatives and cost breakdowns was only possible due to the existing strategic and operational infrastructure in place within the State Library.

The existence of planning processes and plans is already paying off. There is increased public awareness that libraries and library services and programs throughout the state would be severely damaged by the Governor's proposal.

While the future is in doubt, there is hope that the Washington State Library will survive this current threat. What is not in doubt is that the State Library would have a very difficult time in even building a case without the statewide plans and the planning processes in place.

Summary—Lessons for Individual Libraries of All Kinds

The purpose of planning and plans is to connect tasks, affiliations, and timelines to best achieve an organization's goals. The benefits of having a solid plan in place are numerous and include improved performance, higher productivity, better decision-making, and happy, responsible, confident personnel. It is important to remember that implementing comprehensive and operational plans for an organization is not a one-time event—it is an ongoing process. Libraries and library communities in the Pacific Northwest are among the strongest and most vibrant in the country. Incorporating strategic planning into all library and information based organizations will ensure that we stay on track and at the top of our game, especially in the uncertain times to come. 



Statue of Library

© Ann Altman 2002

Artist,
Silverton, Oregon



THE STATUE OF LIBRARY

How Do I Paint That?

Dennis Zelmer ©2001

Musician and Administrative Assistant,
Silver Falls Library District

1 A D E

Two tow-ers, ma-ry stor-ies, Two vul-tures tak-ing flight, ... Burn-ing hat-red,

6 A

clash-ing cul-tures, By the dawn-ing ear-ly light. ... Last hou-rs, tra-gic glor-ies,

11 D E

Stocks drop-ping, bombs drop too, ... T. V. tells us, "Keep on shop-ping."

15 A F#m E D

Is there no-thing more to do? ... What shal I paint to-day? ... Will the col-ors

20 A F#m E D E F#m

dance and play? ... Can-vas and a pal-ette knife, ... Toys that fill an ar-tist's life ... What is the

26 E Bm A F#m D E

sing-er's choice? Will the wri-ter find her voice? ... What we need is un-der-stand-ing

31 F#m

How do I paint that? How do I paint that? How do I paint that?

Verse 1:

Two towers, many stories
Two vultures taking flight
Burning hatred, clashing cultures
By the dawning early light

Last hours, tragic glories
Stocks dropping, bombs drop too
TV tells us, "Keep on shopping."
Is there nothing more to do?

Chorus:

What shall I paint today?
Will the colors dance and play?
Canvas and a palette knife
Toys that fill an artist's life

What is the singer's choice?
Will the writer find her voice?
What we need is understanding
How do I paint that?

Verse 2:

One planet, many people
Strange places, distant lands
Many frightened weary faces
Many hurting helping hands

Mosque tower and church steeple
Each dreaming, much the same
Overwhelmed by voices screaming
Words of vengence, words of blame.
(Repeat Chorus, fade)

Intellectual Freedom, An Evolving and Enduring Value of Librarianship

by *Faye A. Chadwell*
Head of Collection
Department,
University of Oregon

War. Our society's rhetoric may trivialize this emotionally packed word in the absence of the violence, aggression, hate, loss of life, and destruction typically associated with the realities of combat. The war on drugs. The war against poverty. The war on crime. The term seems inappropriate, even acknowledging how tackling major social issues requires intense resources and bravery. For many, President Bush's pre-invasion rhetorical use of "the war against terrorism" missed the mark by a "country mile."

Arguing about rhetoric in these times seems akin to arguing about the wetness of rain in Oregon. Let's focus attention instead on the effects of our government's activities to counter terrorism at home and abroad. These actions, including amassing military forces, passing legislation, issuing directives, reallocating resources, or marshaling moral, intellectual, and patriotic support, impinge upon us, our libraries, and the communities of users we serve. We must contemplate the consequences of what we may be asked to do.

Have the events and immediate aftermath of 9-11 changed us, our profession, our work environments, our universe? Unequivocally, yes.

Consider just the implications of the USA PATRIOT Act ("Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism" Act). With virtually no debate and no hearings in Congress, both Houses approved an act allowing law enforcement officials greater power for fighting domestic terrorism. When President Bush signed the PATRIOT Act into law on October 26, 2001, he authorized actions that have caused major concern for librarians and library associations regarding privacy and confidentiality of library records. For example, according to ALA legal counsel, the new law allows officers immediate access as soon as a search warrant is served, without providing the protection of a subpoena that formerly

would allow a library time to respond or contest the court's order.

Even prior to the PATRIOT Act, the temptation to abrogate patron's rights existed. One librarian in Florida recognized some suspected hijackers as possible library users. When she called to inform local law enforcement officials, she broke state law protecting the confidentiality of library patrons, not to mention a tenet of ALA's Code of Ethics: "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."

In this post 9-11 climate of intolerance and suspicion, it becomes easier to ignore ethical standards when there is a difference of opinion. With statements somewhat reminiscent of "red-baiting" eras, fellow citizens, colleagues, and administrators have accused dozens of professors across the country of being "un-American" for speaking out against the U.S. presence in Afghanistan. Stories like the FBI investigation of the small Art Car Museum of Houston, Texas are evocative of government intimidation during the McCarthy era. Since when can artwork protesting a former Texas governor's death row reputation be deemed a threat to that ex-governor and current President's well-being, or be equated with domestic terrorism?

In this atmosphere, even libraries cannot remain neutral. Consider the consequences of the Government Printing Office's order, based on a USGS request, that federal depositories destroy a CD-ROM survey on reservoirs and dams. This information could be used to endanger the public, but it could also be used to inform the public about the safety of nuclear reactors and chemical facilities in their neighborhoods. Library staff were consequently forced to choose between compliance with this order and their mission to provide greater public access to information.

It's ironic how the very actions put in place to make our world safer since the



horror of 9-11 have invoked more stress and fear, greater hysteria and paranoia. Most of us probably feel that enduring a little personal discomfort is the least sacrifice we can make during this time of "war." Many citizens would agree with Washington, D.C. lawyer Thomas M. Susman, "I don't mind relinquishing some rights to catch these people. Five thousand deaths in one blow does that to you."

The word *sacrifice*, like *war*, is probably another term we Americans use too lightly. Indeed, there are all levels of sacrifice we might be called upon to make, as President Bush and others constantly remind us. In terms of economic sacrifice, wars have definitely altered librarians' zealous mission to select and acquire relevant materials for our users, to organize and provide access to that material, and to offer assistance locating information. Because of necessary reallocations to foot the bill for military buildup, libraries have historically felt the drain on already limited resources, including personnel. In the conflicts from WWI to the Persian Gulf War, library personnel have enlisted in the armed forces, been drafted, or were called to reserve duty. Library workers who were pacifists and had the appropriate skills, like knowledge of a particular language, served in non-combat positions. A Library of Congress Bulletin reports that so many LC staff were recruited during WWII that the resulting personnel deficit led to cataloging backlogs that have taken more than forty years to clear.

Aside from dealing with budgetary woes as a result of our country's participation in wars, librarians assumed additional responsibilities in order to support troops and demonstrate patriotism. During the Civil War soldiers on both sides found they had longer periods of inactivity than during peacetime. An unusually large, literate population, these soldiers opted to avail themselves of magazines, newspapers, and works of fiction offered via regimental libraries. These boxed libraries

helped lead to the establishment of formal military library service at nearly every U.S. military post by 1876. During WWI, the ALA War Service program, under the auspices of Librarian of Congress Henry Putnam, led the campaign, "Books for Sammies" (Sammie was the term for U.S. soldiers). The program solicited donations of more than 2.5 million volumes to ship to Europe before the Great War's end. Similar programs sprang up during WWII, when ALA and the Library of Congress again combined forces to hold "Victory Book Drives" and collect volumes to ship to troops worldwide. In the Pacific Northwest, Portland's public library and the Library Association of Portland both contributed to these efforts by delivering boxes of books to ships launched at Oregon shipyards.

Librarians and libraries undertook to prove their patriotism during the World Wars in other ways as well. Many librarians and library boards sought to distance themselves from a position of neutrality. The Wisconsin Library Commission even stated during WWI, "To be neutral now is to be disloyal." As a result of the pressure, many book selectors elected not to add titles that might be listed on the Army Index, a list of 75 to 100 books prohibited in military training camps because of possibly seditious content. Librarians simply applied what library historians refer to as the "missionary function" of librarianship. Using their apparent aptitude for assessing local tastes, morals, and norms, the selectors applied local standards when judging books for selection or for circulation. If they did select a questionable title, they resorted to "discretionary circulation," restricting access to those who really needed the resources (e.g., lawyers, medical practitioners, scholars). Some libraries even went so far as to pull dubious titles completely off their shelves.

None of this behavior on the part of librarians or libraries was out of step with contemporary actions. During WWI, the



press supposedly volunteered to censor itself. The passage of the First Espionage Act in 1917 established a legal context for censoring materials when it gave Postmaster General Albert S. Burleson the authority to deny use of the mail for distributing banned or suspected seditious titles.

Portland's Public Library exemplifies a typical public library response during WWI. *Oregonian* accounts in June and July of 1919 report that board member W. F. Woodward urged the board to ban all foreign language papers as a "step toward Americanization," and contended that in light of past events it would be "wise policy" to ban serials not published "in the American language."

And what about librarians as eternal superheroes opposing ne'er-do-well censors? What about libraries serving as ancient bastions battling the book burners? The truth hurts, but the concept of intellectual freedom simply did not spring forth, Athena-like from the head of Zeus, as a fully-formulated principle of American librarianship. In fact, intellectual freedom as a significant principle of librarianship is a recently-evolved concept. Librarians were not exactly sacrificing intellectual freedom principles during WWI or WWII because these principles were not yet fully developed.

The evolution of the principle of intellectual freedom began with the rapid change in American society between 1892 and 1924. Our nation's demographics had expanded with every arrival at Ellis Island. Previously held attitudes were shifting; many people began questioning, even abandoning, traditional political, social, and religious beliefs and values. Different literary tastes, even salacious ones, were increasing as the public sought to read radical novels like Upton Sinclair's *The Jungle* and risqué titles like D. H. Lawrence's *Sons and Lovers*, and some librarians responded favorably by trying to broaden the selection of reading materials.

When our profession set out to formalize its beliefs, it often did so in

reaction to particular issues and events. ALA's first recorded protest against a banned book did not occur until 1934. The director of the Civilian Conservation Corps had prohibited the circulation of a pamphlet entitled *You and Machines* within the Corps' camps. ALA reacted by penning a letter of concern to FDR. It wasn't until the late 1930s that ALA took its first decisive position to oppose censorship. Although the story may be apocryphal, the cause is believed to be John Steinbeck's *Grapes of Wrath*, which had become the center of a censorship storm in the United States. Many librarians rallied against the possible banning of Steinbeck's book, which was considered immoral or was objected to on the grounds of the novel's depiction of society. Our professional response to censorship culminated in ALA's adoption of the first Library's Bill of Rights in San Francisco on June 19, 1939, based on a policy of the Des Moines, Iowa Public Library. This declaration did not have the intended significant impact. Few library boards knew of its existence and even fewer adopted it.

ALA followed the adoption of the first Library's Bill of Rights by forming its first intellectual freedom committee in 1940: the Committee of Intellectual Freedom to Safeguard the Rights of Library Users to Freedom of Inquiry. However, it was not until 1948 and after WWII that ALA adopted what is presently known as the Library Bill of Rights, a document that emphasized the need to resist "all abridgment of the free access to ideas and full freedom of expression." During this same conference, the ALA Council responded to President Truman's loyalty oath program by issuing its "unqualified condemnation of the use of loyalty investigations in libraries." Unfortunately, lengthy and intense debate and disagreement later ensued about the exact wording of the resolution. When it was eventually reworded two years later, ALA did little or nothing to support or intervene on behalf of individual librarians.



University of N Texas Ad

In 1953, ALA issued a statement defining the profession's responsibility for making available the widest diversity of views and expressions, including those the majority might label unconventional or unpopular. This statement laid the foundation for the present-day "Freedom to Read" statement, and was created in response to intense censorship attempts and activities during the McCarthy era.

When ALA finally went on record to oppose the Vietnam War in 1971, its resolution focused on the economic impact, emphasizing how the "conflict in Southeast Asia has so distorted our national priorities as to reduce substantially the funds appropriated for educational purposes, including support for library services to the American people." Basing an anti-war protest on economic sacrifices when people are surrendering life and limb might be deemed, as Library Journal editor John Berry put it, "self-seeking and unpatriotic."

ALA had used virtually the same argument in regard to disarmament after World War I:

WHEREAS, The members of the American Library Association had full demonstration of the pain and pinch that belongs to war and the increased cost of all necessities, both personal and professional, caused thereby ... THEREFORE BE IT RESOLVED: That the American Library Association urge upon the President of the United States and Congress the initiative of a movement leading to a reduction of armament at the earliest possible moment ...

Having seen the slow development of the principle of intellectual freedom, why do we promulgate this professional myth of having always fought censorship? To deny a past that shames us? Suppress the truth because of a subconscious wish to improve our standing among other professions and toughen our reputation with the public? Probably. We are also incorporating the acts of individual librarians and library groups into our collective mythology. The

profession as an entity may become mired in what Frederick J. Stielow describes as "the stultifying social inertia wrought by decades of overly narrow professionalization and bureaucratization."

But there have been brave souls for whom inertia is anathema. They voiced unpopular and dissenting opinions, made significant sacrifices and often took the perilous high road. In a 1930 speech to the Washington, D.C. Literary Society, public librarian George Bowerman criticized the strong movement to censor materials. He argued that the public library is not "an institution for the inculcation of standardized ideas, and it is not afraid of new ideas, new art forms, new literature. It stands for free opinion and to that end it supplies material on both sides of every controversial question of human interest." In 1947, during the early part of the Cold War era, Julia Steiner, a staff member of the Los Angeles County Library System, along with two unions, sought an injunction to halt the right of supervisors to ask employees about their views, associations, or reading interests. Steiner's case became part of the first legal challenge to Truman's loyalty program that eventually went before the U.S. Supreme Court. In 1971, the director of Bucknell University's Bertrand Library, Zoia Horn, was jailed for 20 days for contempt when she refused to testify about social gatherings and meetings that the U.S. government saw as part of a Harrisburg Eight conspiracy. The alleged conspiracy involved a plot to kidnap Henry Kissinger and to blow up heating tunnels beneath Washington. According to one account, "many saw the trial as a naked exercise of power. FBI agents had even gone into the stacks at Bertrand Library to see who had checked out books on explosives."


In response to the PATRIOT Act and other suspicious governmental maneuvers, critics might believe our profession will respond by descending into yet another bureaucratic hell of our own making. In our defense, we need to acknowledge that we represent a diversity of viewpoints and people—both from our users' vantage points



and from within our professional organizations. Any reactions on our part as a profession will have to reflect the need to honor that variety. Our precious diversity often makes it difficult to speak in one voice on all topics. We also need to concede that our profession in this country, conceived not long before the Civil War, does not rank among older, more established professions when we envision the entire span of human history. Our maturity and experience as a profession, and most importantly, the development of our professional ethics and principles, have been shaped by the context of the times, especially during and immediately following acts of war.

To our credit, our profession has already responded. Before the final passage of the PATRIOT Act, ALA, the Association of Research Libraries, the American Association of Law Libraries, and the Medical Library Association issued the "Library Community Statement on Pro-

posed Anti-Terrorism Measures," a statement outlining specific concerns about impending anti-terrorist legislation. At its Web site, ALA has begun providing assistance to libraries and librarians regarding the PATRIOT Act and its potential impact on library users. Finally, at our most recent midwinter meeting, ALA Council voted to reaffirm principles of intellectual freedom found in several important documents, the "Library Bill of Rights," "Libraries: An American Value," and the "Freedom to Read Statement."

As a result, we cannot employ our profession's often insidious bureaucracy or its splendid variety of voices as an excuse to take no action to oppose the abuse of the PATRIOT Act's intended legal use. Neither should we rest on the laurels of our profession's heroes. As individuals, we can choose to follow the example of Bowerman, Steiner, or Horn when the need to act arises and our conscience dictates. 

How to Write a Best Seller

Continued from page 5

of Plato and Aristotle, who copied them to keep them alive, and who later went out and taught the rest of Europe, were really only doing their small, individual work.

And while they knew it had importance in the eyes of their fellow monks—and in the eyes of God—they had no idea what importance or how far down the reaches of time it would extend.

And John Harrison, though highly aware of the importance of his invention, was at least initially concerned with winning the prize money being offered by the king. He did not know that his invention would enable his nation to create an empire that would—for better or worse—last for two centuries.

The point is that we don't know what our story is—often until it is long over—but we constantly, every moment of every day, have the opportunity to make it the best story possible.

Another type of book that I see selling well—and that I am happy to see selling well—is the book that looks back in history and tells us—reminds us again—of the accomplishments of people we think we already know—or of people we've never been exposed to.

These are as varied as Stephen Ambrose's *Undaunted Courage*, the story of the Lewis and Clark expedition; or *The Professor and the Madman*, the story of how a murderer and certified lunatic helped compile the *Oxford English Dictionary*; or *The Founding Brothers*, the intertwining tale of seven men who gave our nation its start.

There is yet another book I want to mention ... *Shackleton's Way*, by Margot Morrell and Stephanie Capparell. ...

Sir Ernest Shackleton was an Antarctic explorer whose mission in 1914 began with abject failure when his ship with 28 men aboard became stranded, then crushed and



destroyed by advancing ice floes nearly 1,200 miles from the nearest human habitation.

Incredibly, through his leadership skills, the crew not only survived but even thrived until ultimate rescue nearly two years later and after a daring 800-mile journey across open water in little more than a rowboat. Among the lessons of Shackleton's leadership example:

- The path to leadership is through an internal value system, one which is capable of turning bad experiences into valuable attitudes and skills.
- Choice of associates is crucial: look for the best, not the second-best—optimism is a key attribute.
- Create a spirit of camaraderie—through the creation of order and routine, let people know where they stand. Be fair and use informal gatherings to foster a sense of teamwork.
- Work to coach the best from each individual. Work one-on-one to help each person reach his or her highest potential.
- Lead effectively in crisis by letting the group know that the leader is in charge and confident of success. Project optimism and keep the malcontents close to you rather than ostracize them.
- Form teams to attack tough assignments—balance talent and expertise, remain visible and vigilant and shore up the weakest performers.
- Be ready to overcome obstacles to reach a goal. The biggest obstacles call for taking the biggest risks and for unyielding focus on the big-picture outcome.

I believe we've seen examples of this kind of leadership in the past few weeks. It is interesting how the worst brings out the best. Churchill was a failed politician

until the challenge of World War II. And the example I just mentioned—Shackleton—failed in most of his business ventures, yet succeeded marvelously when faced with the challenge of a lifetime.

I am intrigued by these books because of what they say about us—and again it is much the same—it is that what we do matters—that what we do can have consequences that reach far beyond our own lifetimes. ...

Each of us chooses who we will be.

Yes, some of us are given seeming advantages, skills and abilities.

Some of us, it might seem, are in the right place at the right time.

Some of us seem to have a better sense of good storytelling than others.

And in terms of leadership, some seem born to it, while others have to work harder to get there. But leadership is a learned behavior and we can get better at it!

... The truth is that ... each of us has the ability to write the story we want, given the material we have—to write a great and meaningful story—our own “best seller.”


As a part of this we can also ... help write the stories, help create the best sellers for others.

This is what a vital part of leadership is—to enable others to write their own stories.

In the end, as in the very best of stories, the very finest of writing, the strands of the stories all weave together.

What we do—each of our own stories—affects the other stories they touch—and in the process makes those stories either better or worse—the choice is ours. ...

As in a Dickens tale, no one is here by accident. Each person we meet—each character in our stories—is here for a purpose. I believe we have to believe that now, more than ever. It is my hope that in each of our stories—best sellers that they are—we work out our plots with care and kindness, through joy and pain, laughter and tears—the stuff of life—to enable many other stories to become the best sellers they deserve to be. This is the need for our time.

This is the heart of leadership. ... 



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Building Bridges

Oregon Library Association and Washington Library Association
Joint Conference, Portland

<http://www.olaweb.org>

June 26-29, 2002

LOEX-of-the-West 2002

Expanded Conversations: Collaborating for Student Learning

<http://libweb.uoregon.edu/loexwest/>

July 12, 2002

Gateways 2002, Newport

<http://library.willamette.edu/ssd/conf.htm>

September 19-20, 2002

Northwest ILL/Resource Sharing Conference, Portland

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